

DOINGWHATWORKS



Audio

FULL DETAILS AND TRANSCRIPT

Supports for the Best Possible Instruction

Thompson Elementary School, Texas • December 2009

Topic: Using Student Achievement Data to Support
Instructional Decision Making
Practice: Data-Driven Culture

Highlights

- Thompson Elementary school has an instructional support team that works closely with the teachers on instruction, planning, and data use. The members of the instructional support team also act as liaisons between the administration and the teachers.
- The skills specialists provide a range of supports for teachers. They also serve as liaisons between the teachers and the administration.
- The skills specialists will coteach with teachers, provide small-group or pull-out instruction, and ensure that intervention and classroom instruction are aligned.

About the Site

Thompson Elementary School

Houston, TX

Demographics

89% Hispanic

9% Black

2% White

88% Free or Reduced-Price Lunch

Thompson Elementary School integrates student achievement data into the instructional decision-making process by implementing the following practices:

- Incorporating the results of multiple assessments into a cycle of instructional improvement
- Maintaining and fostering a culture of trust, solidarity, and support among staff members
- Using school-level data to determine appropriate professional development and support for teachers
- Accessing and analyzing data from the districtwide data warehouse system

Full Transcript

My name is Mary Drumwright. I am the skills specialist at Thompson Elementary in the Aldine Independent School District.

The instructional support team is comprised of five skill specialists, one testing coordinator in the building, one counselor, and one Title I support. The testing coordinator is the one who takes care of all the testing in the building, and she gathers and analyzes the data and gives it back to us. She also provides training on the district management system so that we can gather our data in a timely manner. Our counselor, who is on site, works with our teachers on classroom behavior, classroom management. And then we have a Title I support teacher who is K-2 bilingual, and she works with those teachers in those grade levels.

For example, one of our K-4 bilingual teachers, she works with all of the teachers in the bilingual program. She assists them in making sure that they understand the curriculum as provided by the district. She makes sure that the homework is aligned with whatever it is that they are doing in the week. She goes into the classroom and provides coteaching. She models lessons. She does whatever is necessary that the teacher asks her to do.

The skill specialists work mainly with the teachers on a one-to-one level, group levels, and whole-classroom levels. We as skill specialists go into the classrooms and provide coteaching with the teacher, particularly if the teacher is in a new curriculum or in a new grade level. We provide small-group instruction, that being in the classroom or pullout instruction. Another support that we use is that we as skill specialists assure that the extended tutoring times—which may be extended day, extended week, extended year—that all of the curriculum is aligned with what is being taught in the classroom.

One of the most important aspects of the instructional support is that we are the liaison between the teachers and the administration. The teachers feel comfortable enough with us in our meetings to tell us of their cares, their concerns, their problems, and they know that we will take it back to the administration,

whether it will be needing new research-based materials, whether or not something is going on within a particular classroom with behavior, whether or not we need to have instructional strategies, cross-curricular meetings so that they can find out the information that is needed. That is one of the most important things that we do.